DOCUMENT RESUME

ED 258 617 JC 850 309

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TITLE Practical Oral Communication: Speech 50.
PUB DATE Mar 85
NOTE 22p.; Graduate seminar paper, University of California at Los Angeles.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Communication Skills; Community Colleges; *Course Content; Course Descriptions; *Course Objectives; Language Skills; Speech Communication; *Speech Instruction; Two Year Colleges

ABSTRACT

This course description presents information on Speech 50, Practical Oral Communication, a course offered at Fullerton College and designed to provide two-year college students with basic communication skills for use in everyday situations. Introductory material provides basic information on the course; the major course goals and long-range objectives; and the materials of instruction used. Next, the content of the seven units of the course are described: (1) the Self in Communication; (2) the Process of Perception; (3) the Channels of Communication; (4) Interpersonal Problem-Solving; (5) Small Group Communication; (6) Interviewing; and (7) Public Communication. Each of these sections includes an introduction to the unit; a statement of the goals of the unit; planned activities; and measurable objectives to test the students' understanding of the unit. Finally, information is provided on evaluation of students, course revision, and student success. (HB)

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SPEECH 50

PRACTICAL ORAL COMMUNICATION

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Fullerton College

March 1985

Graduate Seminar Paper, University of California at Los Angeles.

SPEECH 50
PRACTICAL ORAL COMMUNICATION

Speech 50 is a non-transfer course designed to provide two-year students in certificate or occupational programs with basic communication skills for use in everyday situations. The content of the course includes an introduction to the major aspects of communication theory and the opportunity to observe and experience those ideas in application to the three major communication settings: interpersonal, group, and public. The course meets three lecture hours per week [3 units].

Although the course does not transfer to a four-year institution, neither is it a remedial course in any way. The material presented is drawn from the same body of knowledge as that for transfer courses; however, particular material has been selected which seems to be most beneficial and appropriate to students about to enter the work world and for whom this is likely to be the only course in communication skills in their college experience.

As with most non-remedial courses at Fullerton College, this course requires "reading clearance" (approximately 10th-grade reading level). Although oral competency is not assessed at Fullerton, it is expected that, in order for students to be reasonably successful in the course, students will have a good basic understanding of and ability to communicate in the English language. They are expected to be able to comprehend English spoken to them and to express themselves adequately to others in English. The course is not designed for remedial ESL students.

The students who take the course fall into two major categories: (1) students in occupational or certificate programs who wish to take this course to meet the general education requirement for an A.A. degree; and (2) students who may wish to transfer to a four-year institution but prefer experience in a "non=public speaking" speech course before attempting the transfer-level course. Although some ESL students enter the course with the intent of "practicing English," they are generally counseled in other directions early in the semester.

Generally, the students who enter the course are from the technical areas (e.g., electronics, construction technology, cosmetology, automotive technology, printing technology, etc.). Their reading and writing abilities are often minimal, but they are generally motivated to do well. Most are near the end of their program and, therefore, close to graduation. One result is that the attrition rate is fairly low--often as low as 10% (30-40% is not uncommon in many speech and writing courses).

COURSE CONTENTS

Two goals of the college are: (1) to provide courses specifically for two-year students, and (2) to provide a general education program. This course is designed to meet these two goals.

At the conclusion of the course students should have achieved the following major course goals:

1. An understanding of the elements of the communication process, the interaction between the elements and the degree of complexity which complicates the process in everyday use.

2. An understanding of the ways in which the communication process influences attitudes and behavior of people in daily interaction with others.

3. An appreciation and understanding of the communication process as it is applied in various settings, especially interpersonal relationships, work, family and social groups, and formal or public situations.

Long-range course objectives represent that knowledge or those skills which are retained beyond the immediate experience of the course. These objectives are hypothetical measures of the impact of the course one year after completion.

1. The student will diagam and label a simple communication model identifying the basic elements of the process (i.e., two communicators, verbal and nonverbal channels, feedback, context) and explain in writing the major contributions and drawbacks of each of the elements. The student will be able to do this in thirty minutes and he will be able to identify all four elements in proper relationship to one another plus 1 contribution and 1 drawback for each element.

2. Given a series of ten common interpersonal communication problems (e.g., dealing with beginning or ending a relationship, handling ethnic humor at a party, responding to illegal interview questions, solving a conflict with a work colleague, etc.), the student will analyze each in terms of possible responses, drawing upon the concepts of self concept, self esteem, selective perception, stereotyping, cooperation and competition, rules of nonverbal communication, connotative and denotative uses of the language, active listening, irrational beliefs, congruent communication, assertiveness, and conflict resolution. Seventy per cent of the analyses should address accurately a major concept from the list above.

3. Given one-hour preparation on an informative-type topic of his choice, the student will prepare and present a 4-5 minute presentation which is organized with an introduction, body and conclusion. A satisfactory performance would be equivalent to a "C" performance on a similar exam administered at the immediate end of the course.

4. Given a group task and placed in a group of five people for thirty minutes, the student will participate in the solution of the problem utilizing consensus decision-making. As judged by the instructor, the student will engage in consensus-promoting behaviors (i.e., represent a viewpoint, listen and respond to other viewpoints, avoid conflict-reducing techniques) 85% of the time. Following the group interaction, the student will analyze in writing the contribution of each group member in terms of major roles played (i.e., task-oriented, climate-oriented, individual-oriented). As judged by the instructor, the student will correctly identify the three major types of behavior in each of the participants including himself in 80% of the examples used.

The course units are as follows:

2 weeks	The Self in Communication
2 weeks	The Process of Perception
2 weeks	The Channels of Communication
2-3 weeks	Interpersonal Problem-Solving
2-3 weeks	Small Group Communication
2-3 weeks	Interviewing
2-3 weeks	Public Communication

MATERIALS OF INSTRUCTION

Required Text: Blaine Goss, Communication in Everyday Life, Wadsworth, 1983.

Library Materials:

Adler, R. B. Confidence in Communication. Holt, Rinehart and Winston, 1977.

Bower, S. A. & Bower, G. H. Asserting Yourself. Addison-Wesley, 1976.

Condon, J. C. & Yousef, F. An Introduction to Intercultural Communication. Bobbs-Merrill, 1975.

Eisenberg, A. M. & Gamble, T. K. Painless Public Speaking. Macmillan, 1982.

Frank, F. & Anshen, F. Language and the Sexes. SUNY Press, 1983.

Gibb, J. "Defensive Communication." Journal of Communication. 11(1961):141-48.

Johnson, D. W. Reaching Out (2nd ed.). Prentice-Hall, 1981.

Knapp, M. L. Nonverbal Communication in Human Interaction (2nd ed.). Holt, Rinehart and Winston, 1978.

Koberg, D. & Bagnall, J. The Universl Traveler. Wm. Kaufmann, Inc., 1974.

Patton, B. R., Giffin, K. & Linkugel, W. A. Responsible Public Speaking. Scott Foresman, 1983.

Pearson, J. C. Gender and Communication. Wm. C. Brown, 1985.

Rich, A. L. Interracial Communication. Harper and Row, 1974.

Rosenfeld, L. B. Human Interaction in the Small Group Setting. Charles Merrill, 1973.

Stewart, C. J. & Cash, W. B. Jr. Interviewing: Principles and Practices (3rd ed.). Wm C. Brown, 1982.

Stewart, J. "Introduction," in Bridges Not Walls (2nd ed.). Addison-Wesley, 1977.

Audio-visual materials used include the following 16mm films:

Cipher in the Snow
Eye of the Storm
Power of Listening
Responsible Assertion
Dealing with Difficult People
The Lottery

UNIT I

THE SELF IN COMMUNICATION

The self each of us brings to the communication interaction is critical to the process and outcome of that interaction. Understanding the self provides insight into our motivations and intentions in communicating with others.

I. Goals

A. The student will understand the terms self concept and self esteem in sufficiently specific terms to distinguish one from the other.

B. The student will be familiar with the major sources, the major components, and the characteristics of the self concept.

C. The student will understand the relationship between values, beliefs and attitudes.

D. The student will understand the relationship between the self and the process of communication in terms of the significance of one to the other.

II. Planned Activities

A. Lecture

B. Individual activities followed by class discussion:

1. Self concept inventory
2. Exercise in placing values in priority order
3. Questions to solicit positive responses regarding self esteem.

C. Individual activities followed by small group sharing:

1. "Who am I" inventory
2. Forced-choice values clarification exercise
3. "Coat of Arms" activity for self-awareness

D. Films

1. Cipher in the Snow (dramatization of a true story about a boy who dies from lack of positive attention)

E. Reading

1. Text: Goss, chapters 5-6

2. Additional: Adler, Johnson

III. Measurable Objectives

A. Given the terms self concept and self esteem, the student will write a one-sentence definition of each sufficient to distinguish one from the other.

100%

B. Given 8 examples of messages which affect self concept, the student will be able to match the messages with the correct sources (feedback from others or observation of self).

75%

C. In a written test situation, the student will be able to list the seven major components of self concept and define each in 10-15 words.

5 correct

D. In a verbal discussion, the student will be able to identify an appropriate aspect of his self concept significant to him and explain in what way that aspect of his self has changed in the past 5 years.

100%

E. Given 5 statements which represent an example of value, belief or attitude, the student will be able to write appropriate companion statements for the two missing portions.

80%

F. In 150-200 words outside of class, the student will write an explanation of the relationship between self and the communication process in terms of the significance of one to the other.

100%

UNIT II

THE PROCESS OF PERCEPTION

Knowledge of the process of perception as a means of selecting, organizing and evaluating incoming information in order to create meaning for the individual is basic to an understanding of the process of communication as an active, ongoing, experience-based process.

I. Goals

A. The student will understand the concepts perception, frame of reference and selective perception in sufficiently specific terms to show the relationship of one to the other.

B. The student will be familiar with the five major steps in the perception process and how the process "creates meaning" for the individual.

C. The student will understand the factors internal and external to the individual which influence selective perception.

D. The student will be familiar with the particular applications of the perception process--first impressions, labeling, and stereotyping--and their advantages and disadvantages.

II. Planned Activities

A. Lecture on the various aspects of the perception process; include overhead presentation to demonstrate the steps of the process.

B. Individual activities followed by class discussion:

1. "Warm/cold" exercise (based on S. Asch experiment)
2. "T-shirt" activity on self-labeling

C. Individual activities followed by small group sharing:

1. Abstractions and stereotypes inventory
2. First impressions inventory in dyads

D. Role play in groups to identify values for groups other than one in which they hold membership.

E. Out of class activity

1. Choose Your Adjectives exercise to compare self-perceptions with others' perceptions

F. Films

1. Eye of the Storm (dramatization of Iowa techer's blue eyes-brown eyes discrimination experiment)

G. Reading

1. Text: Goss, chapters 5-6

2. Additional: Condon, Rich

III. Measurable Objectives

A. Out of class the student will write a 150-200 word essay in which he will define perception, frame of reference and selective perception and discuss the significance of each as they relate to one another.

100%

B. In a test situation the student will explain how first impressions are formed through the perception process, and identify 1 advantage or purpose for first impressions and 1 disadvantage.

100%

C. In a test situation, the student will list the 5 major steps in the perception process and apply the steps to an example provided.

80%

D. Given 12 examples, the student will match influences on selective perception to the appropriate example.

75%

E. In a test situation the student will write 50-100 words explaining the statement "the purpose of perception is to create meaning."

100%

F. In a test situation the student will list the 3 purposes of the labeling process and provide 3 examples of labeling in our society which influence people's perceptions of others.

66%

G. In a test situation, the student will define stereotyping in 10-15 words and identify 3 major influences on stereotyping in our society.

75%

UNIT III

THE CHANNELS OF COMMUNICATION

An exploration of verbal and nonverbal channels of communication and listening provides critical knowledge about major sources of misunderstanding in the communication process.

I. Goals

A. The student will be familiar with ways in which the language is distorted, including connotative vs. denotative meanings, emotive language, relative language, etc.

B. The student will learn several techniques for improving language usage to clarify meaning and reduce miscommunication.

C. The student will understand how language reflects culture, values and frame of reference.

D. The student will understand the scope of nonverbal communication both in range of behavior and significance of meaning.

E. The student will be familiar with the principal characteristics of nonverbal communication and the levels of significance in its interpretation.

F. The student will be familiar with the common blocks to efficient listening and the advantages of feedback in the communication process.

G. The student will understand the purpose, value, and basic techniques of active listening.

II. Planned Activities

A. Lecture

B. Individual activities followed by class discussion:

1. Breaking nonverbal rules

C. Small group activity:

1. Fishbowl to observe nonverbal behavior

D. Role play situations to practice techniques of active listening

E. Out of class activities

1. "Defining Love" exercise to compare people's different viewpoints on what love means

F. Films

1. Power of Listening (significance of listening, blocks to effective listening, suggested techniques for improving listening)

2. Nonverbal Agenda (range and significance of nonverbal communication, application in work situations)

G. Reading

1. Text: Goss, chapters 1-4

2. Additional: Frank, Knapp, Pearson, J. Stewart

III. Measurable Objectives

A. Given a series of 10 words and 10 pairs of definitions the student will be able to identify the connotative and denotative definition for each word.

80%

B. Out of class the student will research one of two topics (racism or sexism) and write 500-750 words discussing in what ways the language reflects culture, values and frame of reference in that example.

100%

C. Given 10 sentences the student will be able to rewrite the sentence to clarify and reduce miscommunication.

70%

D. Given the seven major categories of nonverbal behavior the student will be able to define the category and provide one example of significant information provided by that type of behavior.

75%

E. In a test situation the student will be able to provide 5 principal characteristics of nonverbal behavior.

80%

F. Given 5 examples of behavior the student will be able to match them with the appropriate level of significance in the interpretation of nonverbal behavior.

80%

G. Given a simulated communication situation, the student will identify at least one advantage and disadvantage of feedback.

100%

H. In a test situation, the student will identify 6 reasons why listening is difficult.

66%

I. In a roleplaying situation, the student will demonstrate basic skills of paraphrasing for content and feeling.

100%

UNIT IV

INTERPERSONAL PROBLEM SOLVING

The ability to analyze communication problems in interpersonal situations and determine a constructive response is critical to the skills of a quality communicator. This problem solving ability will apply in intimate, social, family and work relationships.

I. Goals

A. The student will understand the concept of conflict management including the two major dimensions included in most conflict management models.

B. The student will be familiar with the three basic behavioral choices in conflict situations: assertive, agressive, non-assertive.

C. The student will be able to define each of the following and describe the relationship between them and assertive behavior: irrational beliefs, self esteem, personal rights, price vs. payoff.

D. The student will be familiar with the common factors which interfere with the ability to behave assertively and resolve conflicts constructively.

E. The student will be familiar with the scripting skill as a means of analyzing and responding to a basic conflict in an interpersonal situation.

II. Planned Activities

A. Lecture

B. Individual activities followed by class discussion:

1. Scripting exercise

C. Individual activities followed by small group sharing:

1. Conflict survey

D. Role play conflict situations to practice the scripting skill

E. Out of class activities

1. Assertiveness inventory

F. Films:

1. Responsible Assertion (comparison of assertive, agressive and nonassertive behaviors; personal rights; irrational beliefs)

2. Dealing with Difficult People (identifies 5 major types of difficult people and methods for responding to them)

G. Reading

1. Text: Goss, chapter 7

2. Additional: Bower and Bower, Gibb

III. Measurable Objectives

A. In a test situation the student will be able to draw a simple model of conflict resolution including the two major dimensions of concern. In addition, the student will be able to locate and label the five basic responses to conflict.

75%

B. Given 10 situations and 3 behavioral responses for each, the student will be able to match the responses as assertive, agressive, or nonassertive.

80%

C. Given 4 hypothetical problems in interpersonal situations, the student will correctly analyze the source of the problem as one of the following: irrational beliefs, self esteem, personal rights, price vs. payoff. As well the student will explain in what way the source impacts the problem.

75%

D. In a test situation the student will be able to identify 6 significant factors which deter assertive behavior.

66%

E. Given a hypothetical problem the student will be able to roleplay an assertive response using the scripting model.

100%

UNIT V

SMALL GROUP COMMUNICATION

A major applied setting in communication is the small group. Whether the family, a social group or a work group, an understanding of the dynamics of group interaction can be essential to success in communications.

I. Goals

A. The student will know the major components of a small group.

B. The student will be familiar with the major types of decision-making in groups and their advantages and disadvantages.

C. The student will be familiar with the skill of brainstorming.

D. The student will be familiar with the 3 major types of roles played in groups and the behaviors associated with each.

E. The student will be familiar with the skills necessary for a quality group discussion on a controversial topic.

II. Planned Activities

A. Lecture

B. Class activities conducted in small groups:

1. Values clarification exercise
2. Decision-making simulations on current problems
3. Brainstorming
4. Leadership inventory

C. Long-term group activity to develop a current discussion topic for presentation to the class as a whole.

D. Films

1. The Lottery (dramatization of the S. Jackson short story)

E. Reading

1. Text: Goss, chapters 9-11

2. Additional: Koberg and Bagnall, Rosenfeld

III. Measurable Objectives

A. In a test situation the student will define a small group in terms of size, structure, purpose, norms, leadership.

80%

B. In a test situation the student will list 6 major types of group decision-making and identify one advantage and one disadvantage for each.

66%

C. In a class activity the student will engage in brainstorming activity as it applies to a specific task.

100%

D. In a test situation the student will identify the 3 major roles to be played in groups and list for each three examples of appropriate behavior.

75%

E. In a large class discussion the student will perform two roles positively and constructively:
   a. presenter
   b. reactor

100%

UNIT VI

INTERVIEWING

Whether it is soliciting information or giving information, active listening or problem solving, reprimanding or praising, selling or buying, an understanding of the interview process is critical in successful communication encounters.

I. Goals

A. The student will be familiar with the different types of interview settings.

B. The student will understand the significant variables which contribute to a productive interview.

D. The student will experience an interview setting.

E. The student will critique an interview simulation.

II. Planned Activities

A. Lecture

B. Interview simulations prepared by students in small groups.

C. Reading

1. Text: Goss, chapter 8

2. Additional: Stewart and Cash

III. Measurable Objectives

A. Given descriptions of 10 interview situations the student will identify the type of interview.

80%

B. In a test situation the student will identify 4 major variables which contribute to a productive interview.

75%

C. In class the student will participate in an interview roleplay situation.

100%

D. In class the student will write an 80-100 word critique of an interview roleplay situation.

100%

UNIT VII

PUBLIC COMMUNICATION

The ability to present ideas to a large group in a formal, organized manner is a skill required to some degree in community groups, work settings and even family occasions throughout our everyday lives.

I. Goals

A. The student will be familiar with the three basic types of speeches and their basic distinguishing characteristics.

B. The student will understand the importance of "audience" in preparing a formal presentation.

C. The student will know the basic considerations regarding delivery of a formal presentation.

D. The student will know the three basic parts of a public presentation and the purpose of each.

II. Planned Activities

A. Lecture

B. In class activities:

1. Impromptu speeches
2. Three-minutes public presentation

C. Reading

1. Text: Goss, chapters 12, 13, 14 (pp. 242-247)

2. Additional: Eisenberg & Gamble, Patton, Giffin & Linkugel

III. Measurable Objectives

A. Given the three basic types of speeches, the student will define the type by purpose and provide one distinguishing characteristic for each.

66%

B. Given a topic and descriptions of three audiences, the student will be able to describe in what ways the topic presentation can be adjusted to "fit" the different audiences.

66%

C. Given the assignment of a public presentation, the student will prepare a speech which reflects an understanding of organization, audience analysis and delivery.

100%

EVALUATION

Evaluation of students is based on three factors: process, performance and outcome. The process grade is determined primarily by regular attendance and participation in class activities. The performance grade is determined largely by completion of assignments in and out of class. The outcome grade rests upon student performance on quizzes and tests.

An appropriate grading scheme would be as follows:

attendance and participation	25%
satisfactory completion of assignments	35%
exam grades	40%

Course revision is a constant and is based upon student evaluations of the course at the end of the semester, analysis of student performance on course objectives, and discussion with colleagues about the syllabus, text and evaluation standards. It is a given that each semester this feedback is reflected in the search for a more helpful and readable text, the preparation of lecture material which is current in substance and examples, the selection of class activities, and the evaluation standards for performance.

Student success--defined as a "C" grade--is predicted to be approximately 90%. Student who are failing to complete the objectives can drop the course prior to the end of the semester and receive a "W" grade. Students who persist past that deadline but fail to complete the objectives satisfactorily comprise perhaps 5% of the class. These students are permitted to repeat the class if they wish.

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